

## Works Council Action Plan Template

**GOAL:**

**Sponsor a “Post-Secondary Pathways Event” on Wednesday February 18<sup>th</sup> in Muncie, Indiana  
in coordination and in partnership with the Indiana State Chamber, Indiana Youth Institute, and Cell.**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When? (Day/</i>	<b>Planning and Resources</b> <i>A. Resources Available B. Resources Needed (financial, human, political &amp; other)</i>	<b>Measures of Implementation</b> <i>A. How will you know that you are making progress? What are your benchmarks?</i>	<b>Communications Plan</b> <i>Who is involved? What methods? How often?</i>
<b>Step 1:</b> Secure an Industry Tour & Host For the Event on 2/18/14	Kirk Robbins (Tour) Bonnie Willy (Host)	12/18/14	<b>A.</b>  <b>B.</b>	<b>A.</b> Verbal & Written Confirmation  <b>B.</b>	Tour—Magna Power Train Host—IVY Tech Muncie
<b>Step 2:</b> Tour Details # of Groups Magna Power Needs  IVY Tech Logistics Transportation to & From Magna  IVY Tech what is Available on site & What needs to be Secured  Meeting Space  Lunch			<b>A.</b>  <b>B.</b>	<b>A.</b>  <b>B.</b>	

<b>Step 3:</b> Event Agenda Keynote Speaker  Employer Panel  Breakout Tables			A.  B.	A.  B.	
<b>Step 4:</b> <b>Invitations</b> Employers  Educators			A.  B.	A.  B.	
<b>Step 5:</b>  Funding			A.  B.	A.  B.	

## Evaluation P Works Council Action Plan Template

### Works Council Action Plan Template

**Directions:** Using this form as a template, develop a work plan for each goal identified.

**Goal(s):** Curriculum Development - Continue to analyze existing curriculum and support the creation of new curriculum that supports regional needs.

1. Create new curriculum, based on employer demands
  - a. Bring new curriculum ideas to the State Board of Education
2. Establish and promote a system to connect stakeholders (parents, students, educators, employers)
3. Focus on work-based learning opportunities (internships, apprenticeships, and mentorships)

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When? (Day/Month)</i>	<b>Planning and Resources</b> <i>A. Resources Available B. Resources Needed (financial, human, political &amp; other)</i>	<b>Measures of Implementation</b> <i>A. How will you know that you are making progress? What are your benchmarks?</i>	<b>Communications Plan</b> <i>Who is involved? What methods? How often?</i>
<b>Step 1:</b> Utilize IDOE Course 2544 Adv. Math College Credit to crosswalk to Ivy Tech Math 122 and 123 and corresponding Vincennes Math courses.	IDOE/ Ivy Tech / Vincennes	Fall 2015	<b>A.</b> The two courses exist at Ivy Tech  <b>B.</b> Request Ivy Tech and Vincennes to allow these courses to be awarded for dual credit	<b>A.</b> The courses will become available for dual credit to high schools effective August 2015  <b>B.</b>	Ivy Tech/Vincennes will determine the staff and communication necessary to create the courses.
<b>Step 2:</b> Develop training sessions to credential HS math faculty so they may teach Math 122/123 and corresponding VU courses without requirement of a Master's Degree.	IDOE/ Ivy Tech / Vincennes	Summer 2015	<b>A.</b> The colleges need to create training sessions and assessment tools to determine if the HS math teacher meets requirements for certification.  <b>B.</b> One available model is IU- ACP's summer training.	<b>A.</b> The number of HS math teachers who successfully complete training for certification.  <b>B.</b>	The plan will involve college partners, HS teachers, HS administration.

<b>Step 3:</b> Allow Adv. Math College Credit aligned to Math 122/123 to replace Alg. II requirement on Core 40 Diploma	IDOE/State Board of Education	Summer 2015	<b>A.</b> IDOE staff must present proposal to State Board of Education recommending this change/State Board Action  <b>B.</b>	<b>A.</b> Updated Core 40 Requirements effective August 2015  <b>B.</b>	CECI work in collaboration with IDOE to finalize the change and make recommendation to State Board of Education
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**Evaluation Process** *(How will you determine that your goal has been reached? What are your measures?)*

**Our goal will be reached when 1) the IDOE course numbers have been aligned with college numbers 2) HS math teachers have completed required training and have been certified to teach one or both of the courses.**

#### Works Council Action Plan Template

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When? (Day/Month)</i>	<b>Planning and Resources</b> <i>C. Resources Available D. Resources Needed (financial, human, political &amp; other)</i>	<b>Measures of Implementation</b> <i>A. How will you know that you are making progress? What are your benchmarks?</i>	<b>Communications Plan</b> <i>Who is involved? What methods? How often?</i>
<b>Step 1:</b> Align new pathways for Building Facility Management and Building Facility Maintenance with college courses for dual credit (outcome needed to incentivize schools to offer)	IDOE/ Ivy Tech / Vincennes	Fall 2015	The process for examining and approving courses is already in place.	<b>A.</b> College courses will be listed on the DOE pathway <b>B.</b> College courses will be listed on Ivy Tech and Vincennes DC crosswalks <b>C.</b> College courses count towards HS College/Career Readiness indicator on A-F model	The process for examining and approving courses is already in place.

**Evaluation Process** *(How will you determine that your goal has been reached? What are your measures?)*

**Our goal will be reached when courses have been listed on the DOE pathway.**

## Indiana College and Career Pathway Plan – State Model

**Cluster: Architecture & Construction**

**Pathway: Commercial & Residential Facilities**

**Concentration: Building Management**

### Core 40 with Honors High School Graduation Plan\*

\*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;		Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Introduction to Construction			World Language
	11	English 11	Algebra II	3 <sup>rd</sup> Core 40 Science	US History	**Building & Facilities Management I			World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	**Building & Facilities Management II			Fine Arts
State Specified Pathway Assessment: Dual credit assessment									
Industry Recognized Certification:									

### Postsecondary Courses Aligned for Potential Dual Credit\*\*

\*\*See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Ivy Tech Community College	Vincennes University
<ul style="list-style-type: none"> <li>To be Determined</li> </ul>	<ul style="list-style-type: none"> <li>To be Determined</li> </ul>

## Indiana College and Career Pathway Plan – State Model

**Cluster: Architecture & Construction**

**Pathway: Commercial & Residential Facilities**

**Concentration: Building & Facilities Maintenance**

### Core 40 with Honors High School Graduation Plan\*

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### Considerations in completing an Action Plan

1. Indicate the **Goal**— A clear SMART objective; specific, measurable, achievable, relevant, timeframe.
2. List the **action steps** that describe the major steps that must be taken to make the goal a success. Consider listing in order of completion, note which need to be completed before others, and which need to be sufficiently described so others can understand them and carry them out.
3. Indicate the **resources** needed to implement one or more action steps, if needed. In some cases, key resources may be lacking or not yet allocated to the project, in which case one activity would be to secure those resources.
4. Indicate the **measures of implementation** that tell when the action step or strategy is fully realized or carried out.
5. Indicate the **owner**—the individual most closely responsible and accountable for a given action step. It is essential that this be a specific person and that they have the resources, capacity, authority, and support required for completing the step.
6. Give the **deadline** by when the action step will be completed. Completion of the last step signifies the date by which the strategy is expected to be fully operational and by which measures will be available for analysis.